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The employability effects of short-term national and international internships on the evaluation of business students' applications to an entry-level marketing position

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Dissertation

Master in Management

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Biographic note

Pedro Nuno Duarte Capa Pereira was born on the 9th December 1992, in Almada, Portugal.

In 1997, Pedro started his school life in Colégio Nossa Senhora da Bonança, Vila Nova de Gaia, where he studied until 2010. In that same year, he joined the Faculty of Economics and Management of the University of Porto (FEP.UP), to start his Bachelor in Management.

In 2013, he pursued one of his dreams to study abroad, and moved to Paris under the Erasmus Program.

Shortly after returned, he took the decision to be involved in a youth organization, promptly choosing AIESEC, as it is the world's biggest youth-led movement. During this two and a half years life-changing experience, he performed the role of team member, team leader and director/vice president for the department of External Relations, where he contacted companies, schools and NGO's on a daily basis, in order to open professional and volunteering positions for dozens of young people from all over the world. Similarly, he represented AIESEC at FEP in the local committee of Frankfurt, participated in two national conferences, amongst other local initiatives, and was part of the team that organized the main European AIESEC conference in 2015, held in Portugal, counting with the participation of 350 delegates from 50 different countries and five continents.

Meanwhile, in 2014, Pedro started his Master in Management at the Faculty of Economics and Management of the University of Porto (FEP.UP), ending with the preparation of this dissertation. In September of the present year, Pedro started his professional career, working as an Audit Analyst in Deloitte Porto.

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Abstract

Despite previous relevant research on internships, literature remains insufficient about the credentialism of international internships and its distinctiveness over national internships in terms of employability. This dissertation overcomes this research gap by examining the employability outcomes of short-term internship experiences, both national and international, in terms of the perceived employability of business graduates applying to a marketing entry-level position. This study collects data through an experimental between subjects factorial design with a sample of 194 Portuguese working adults. Participants were asked to rate the employability of six fictitious résumés, varying in gender and earlier participation in short-term internships. The findings show that the participation in short-term internships, result in higher rates of job suitability, employability skills and professional expectations. Nonetheless, considering the research design of the investigation hypotheses, the only significant differences were found between the résumés without internship and the remaining. No relevant differences were found in terms of gender. These findings reinforce the relevance of students short-term internships as a strategy to ease the career transition from college to the labour market.

Keywords: Higher Education, Employability, Graduate Employability, Business Graduates, Short-term Internships, Résumé Screening

JEL-Codes: J24, M10

Resumo

Apesar da prévia pesquisa relevante sobre o tópico dos estágios, a literatura permanece insuficiente acerca do credencialismo dos estágios internacionais e o seu caráter distintivo sobre os estágios nacionais em termos de empregabilidade. Esta dissertação ultrapassa essa limitação, ao examinar os resultados de experiências de estágio de curta duração, tanto nacionais como internacionais, em termos da “empregabilidade percebida” das candidaturas dos diplomados em gestão que concorrem a funções júniores na área de marketing. Este estudo utiliza um *design* experimental para testar as hipóteses, inquirindo uma amostra de 194 trabalhadores Portugueses. Os participantes foram solicitados a avaliar a empregabilidade de seis currículos fictícios, variando entre estes o sexo e a participação prévia em estágios de curta duração. Os resultados mostram que a participação em estágios de curta duração levam a melhores avaliações em termos de adequação à função, competências de empregabilidade e expectativas profissionais. Não obstante, considerando o *design* das hipóteses de investigação, as únicas diferenças estatisticamente significativas foram identificadas nos currículos que incluíam experiências de estágio nacionais e nos currículos que não incluíam experiência de estágio versus todos os restantes. Não foram encontradas diferenças de avaliação dos perfis fictícios de acordo com o género. Estes resultados reforçam a relevância das experiências de estágio de curta duração enquanto estratégia dos estudantes para facilitarem a sua transição do ensino superior para o mercado de trabalho.

Palavras chave: Ensino Superior, Empregabilidade, Empregabilidade dos diplomados, Diplomados em gestão, Estágios de curta duração, Avaliação de currículos

Códigos JEL: J24, M10

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1. Introduction

In the recent decades higher education systems have expanded worldwide (Teixeira *et al.*, 2012), caused by the need for intellectual workers in the new economies where knowledge plays a significant part (Peters and Humes, 2003). This led to an increasing diversification, both in the number of programs and students enrolled (Rossi, 2010), which has been challenging the status quo of the universities as centers of elite education (Trow, 2000).

In fact, according to OECD (2015), the percentage of young adults (25-34 years old) with tertiary education is larger than among older adults (55-64 years old), being the average difference of 16 percentage points. Business graduates, along with social sciences and law, represent 31% of all the tertiary graduates in OECD countries (on average), a number that is expected to growth (OECD, 2015). This increasing enrollment in higher education (HE) has been grounded on the expectation that it can bring better career prospects (Altbach *et al.*, 2009; Li *et al.*, 2008; Mok, 2015). Yet, as the education credentials have been proliferating, their role in the labour market have changed (Bills, 2003). As the number of HE students has been raising, the value of the academic credentials has been reducing (Mayhew *et al.*, 2004), leading the employers to artificially inflate the entry qualifications (Felstead *et al.*, 2007). Hence, the return a student can now expect from higher education is less certain than it was in the past (Brown, 2003).

To overcome the gap between the skills requirements of employers and the skill possessed by entry-level graduates (Davies, 2000; Lindsay, 2002), higher education students are becoming more responsible for their careers (Fallows and Steven, 2000). Actually, they are gradually acquiring relevant employability skills, such as work-related experience and experiential learning (Hills *et al.*, 2003), to gain initial employment (Willott and Stevenson, 2006).

Because the classroom learning is no longer the most effective way to enhance graduates employability (Cranmer, 2006), students are increasingly gaining practical work experience (Busby, 2003), through the form of internships, either in their home country or abroad (Wilton, 2012; Deakin, 2014). These enable the acquisition of new

competencies that might trigger some recruitment and selection advantage for an entry-level position.

While much has been discussed about the reasons for undertaking a local internship experience less is known about the employability outcomes of an international internship. Actually, the outcomes of both types of internships in terms of perceived employability have been overlooked along with a comparison of the benefits of undertaking a national versus an international internship.

This study addresses this research gap and aims to examine the impact of a short-term internship experience while studying, either national or international, on the chances of being called for a marketing entry-level position. In particular, this study addresses, the following research question:

Research question: *How does a a short-term internship while studying, either national or international, influence the perceived employability of a young business applicant to an entry-level marketing job?*

For this purpose, this study follows a quantitative methodological approach, and employs an experimental 2 x 3 between-subjects factorial design, in that the first factor is the applicant gender (male x female) and the second factor is the type of internship experience (no internship x national internship x international internship). The data was collected through the usage of an online survey target to Portuguese working adults.

This dissertation is composed by the following sections. Section 2 is relative to the literature review on the subject of employability and graduates approaches to employability, in particular through the engagement in short term national and international internships. The section ends with the presentation of the theoretical model and hypotheses. Section 3 addresses the methods and describes the stimulus materials, the measures and sample. Section 4 presents the results of the investigation. Section 5 offers a discussion of the results, including the the limitations and implications for theory and practice. Finally, the last section presents the conclusion of this study.

2. Literature Review

2.1. Employability

The term “employability”, in both scientific and professional publications, goes back to the 1950s (Feintuch, 1955) although it has been in the spotlight since 1990 (De Grip and Sanders, 1999; Lefresne, 1999; Thijssen, 2000), through the multiplication of viewpoints from several disciplines including business studies (Forrier and Sels, 2003).

While different conceptual views have been reflecting the historical periods (Thijssen *et al.*, 2008), more recently employability has been defined as “*an individual’s chance of a job in the internal or external job market*” (Forrier and Sels, 2003, p. 106). This chance of getting a job is seen by three different perspectives. The first is defined by the mobility of the individual, assessed by job transitions, as “*any change in employment status and any major change in job content*” (Nicholson, 1984, p.173) being the mobility internal or external (Feyter *et al.*, 2001). The second reflects the assumption that the strengths of an individual will increase the chances in the labor market due to the fact that he/she can cope better with the constant changes (Fugate *et al.*, 2004; Clarke, 2008). Finally, the third derives from the concept of perceived employability, in that the chances of getting a job are defined by the interaction of individual factors (skills) and contextual factors (labor market conditions) (De Cuyper *et al.*, 2011).

While there are many ways to increase employability throughout the path in the higher education path, students mainly embed employability skills within the résumés (Cranmer, 2006) as résumés are the mostly used instrument in the pre-screening stage of the recruiting process (Cole *et al.*, 2009). The literature frames these skills as transferable and specific. The former are related to the personal traits of the individual and therefore are potentially used in any job, while the latter are referred to a specific occupational context (Cox and King, 2006, p. 264).

Employability skills are seen not only as individual attributes but also as skills’ requirements that applicants must fulfill in order to be admitted for employment (Cotton, 1993). Students, acknowledging this reality, are investing in gaining new qualifications and developing career related traits (Prokou, 2008; Bridgstock, 2009;

Gracia, 2009) to enhance their adaptation to various conditions including an easier integration in the workplace (Te Wiata, 2001). Yet, the importance that graduates and employers give to the employability skills are different, according to their own individual perspectives (Swiatek, 2000). This lack of consensus means that it is difficult to draw a common list of key employability skills (Cranmer, 2006).

To address the effectiveness of the employability strategies adopted by business graduates, this study adopts the definition of employability from Brown *et al.* (2003, p.115), in that: “*employability not only depends on fulfilling the requirements of a specific job, but also how one stands relative to others within a hierarchy of job seekers*”. Furthermore, our approach distinguishes graduates’ generic skills from the specific skills and follows the model of Evers *et al.* (1998) to appraise some transferable skills among graduates. This model was developed to assess the transition of Canadian graduates from university to work, and comprises four bases of competencies: (1) mobilizing innovation and change; (2) managing people and tasks; (3) communicating; (4) managing the self. The authors compared the competency levels across five cohorts of university students and graduates (early university, pre-graduate, job entry, job change and stabilized) in corporate jobs, addressing skills of previous works (Evers and Rush, 1996). Despite the mismatch registered between the cohorts, the results of the investigation showed that interpersonal skills were the highest rated skill and learning skills were one of the most valued during higher education (Evers and Rush, 1996). As these skills are valued by many employers (Robles, 2012), who also value the adaptability and innovation skills (Robles, 2012), they are used in this study.

2.2. Graduates approach to employability

It is deemed plausible that to bolster the competitive edge mentioned before, the résumés of the graduates should clearly demonstrate the ownership of some employability skills valued by the employers (Moreau and Leathwood, 2006). To accomplish such goal, students engage in work experiences such as internships to develop job skills (Garavan and Murphy, 2001) that are of the benefit of the two parts involved (Coco, 2000; Cook *et al.*, 2004). For instance, the study of O’Connor and Bodicoat (2015) categorized students approaches in “engagers” or “disengagers”. The former promote tactics to face the competitive market by engaging in internships and

alike knowing that the degree is no longer satisfactory (Tomlinson, 2008; Bathmaker *et al.*, 2013), while the latter develop a more traditional approach focusing on getting a good academic performance (Bathmaker *et al.*, 2013) instead. Additionally, it has been recognized that spending time abroad is a way for students to build a distinct résumé while gaining life experience (Zhang, 2012). Accordingly, international internships bring opportunities that are different from what is provided by the traditional academic model (Caldirola *et al.*, 2014), namely through the hands-on experience that may connect properly the academic and career interest (Gates, 2014). As stated by Deakin (2014) completing an international internship provides a combination of experiences, both international experience and employability skills, that can give the graduate the required distinction from peers.

Research has been giving prominence to the enhancement of international competencies as a predictor of individual career success on a gradually universal marketplace (Cao *et al.*, 2012). Further research carried on companies that host internship experiences display that a professional experience abroad is more professionally qualifying than studying abroad (Talaba and Lache, 2010).

In general, work experience stated on the applicant's resumé seems to be positively correlated with the recruiters' assessments of applicants' employability (Cole *et al.*, 2007) and further influences positively the hiring decisions (Hakel *et al.*, 1970). Accordingly, Knouse (1994) showed, through the manipulation of résumés, that recruiters are more likely to hire applicants with irrelevant education but work experience than the opposite. Similarly, Cole *et al.* (2007) concluded that US recruiters give the highest mean ratings to work experience followed by academic qualifications and extracurricular activities. Even for entry-level jobs, experience is one of the key qualifications sought of college graduates, and internships are one of the best ways for ambitious students to gain this experience (Gault *et al.*, 2000). Interns can enjoy significant early career advantages over students who have not completed an internship (Gault *et al.*, 2000).

2.2.1 Short-term national internships

Internships are defined as “*any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what is being*

learned throughout the experience” (Abeysekera, 2006, p.14). Usually, they cover a broad diversity of organizational settings and substantial disparity in the way they are implemented (Coco, 2000) being in some cases associated to academic credits (Gault *et al.*, 2010). Although there has been a debate over the ideal duration for an internship (Stanley, 2013), researchers and practitioners alike have been endorsing the view that an internship is a critical constituent of higher education (Gault, 2000). Because these experiences allow the student to take on a real job and apply the acquired knowledge and skills in the workplace setting (Ryan *et al.*, 1996) they soften the entrance and the transition to the work environment (Paulson and Baker, 1999).

The perceived value of internship programs is also evident in the current hasty evolution of students’ and employers’ interest (Coco, 2000; Cook *et al.*, 2004). As for the students’ motivations, they expect that internships are opportunities for intellectual stimulation (Satariano and Rogers, 1979 ; Chen *et al.*, 2011) that provide space to acquire job related traits that are lacking during the coursework (Garavan and Murphy, 2001). Additionally, knowing by hand that experience is a discriminating factor at any entry-level job (Fleetwood and Shelly, 2000), students opt for internship positions to overcome the competition and gain, in the meantime, personal benefits (Gupta *et al.*, 2010; Chen *et al.*, 2011).

Regarding the outcomes, research shows that these experiences allow students to have more realistic job expectations (Knouse *et al.* ,1999) and have higher job stability in their early career (Richards, 1984). As an example, Gault *et al.* (2010) survey to 185 employers of 392 interns enrolled in US business college internships, showed that a significant part of the employers surveyed would rehire their present interns and hire future interns from the same university, as opposition to students from different universities or without internship experience. Lastly, Knouse and Fontenot (2008) argue that recruiters rate higher the students whose résumés show evidence of internship experience than they rate students who did not have such experience.

Following these findings, one would also expect that business graduates reporting an internship while studying would be rated more job suited than the remaining, so the following hypothesis is offered:

H1: Résumés reporting a short-term national internship experience are positively associated to applicants’ perceived employability in terms of job suitability.

A study conducted by Karns (2005), with the participation of 227 marketing students from 8 universities, concluded that internships are effective ways of learning. In the same way, earlier research showed that internships also provide opportunities for students to enhance their academic performance (Duignan, 2003; Mandilaras, 2004), which suggest that these experiences can lead to the development of many other learning skills. While interns show work improvement attitudes and problem solving initiative (Gault *et al.*, 2000; Rainsbury *et al.*, 2002), there is also evidence that business internship programs can raise business students' adaptability and ease the transition to the workplace upon graduation (Khalil *et al.*, 2015). Another study on the perceptions of undergraduates marketing interns (Cook *et al.*, 2004) found that the internship was also helpful in developing the ability to work with individuals from varied backgrounds.

Overall, the empirical evaluations of internships across a variety of disciplines indicate that internships develop the interpersonal skills that are not typically part of the formal college curriculum (Crebert *et al.*, 2004; Casner-Lotto and Barrington, 2006). Given these findings, one would expect that the résumés of business graduates reporting an internship experience while studying would attain higher employability skills, as follows:

H2: Résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation and change; and (c) interpersonal skills.

Because an internship provides the opportunity for developing required competencies and skills in the labour market it is likely that these outcomes get recognized by the employers and therefore graduates are offered higher entrance salaries. For example, Gault *et al.* (2000) in an empirical study involving the participation of 500 undergraduate alumni, half with internship experience and half without, observed that the interns received starting salaries ten percent higher and job offers ten weeks sooner comparing to non-interns. Similar findings confirmed that job applicants with internship experience were normally rated more positively and were offered a permanent position often (Taylor, 1988; Knouse *et al.*, 1999; Zhao and Liden, 2011), receiving sooner higher-quality job offers (Knouse *et al.*, 1999; Gault *et al.*, 2010).

According with the aforementioned evidence we would expect that business graduates reporting an earlier internship would be perceived as more employable, thus being expected to receive a higher entrance salary and receive sooner a permanent employment contract. Therefore, the following hypothesis is presented:

H3: Résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of professional expectations, such as: (a) admission salary; (b) employment contract.

From the perspective of the higher education institutions, internships represent a response to the criticism that business programs are somehow narrow and not adjusted to the real world (Ackerman *et al.*, 2003; Porter and McKibbin, 1988), so internships can develop in the graduates the competencies required to overcome the ever-changing needs of the workplaces (Ackerman *et al.*, 2003; King 2003; Sleezer *et al.*, 2004). Further, internships can also bring added benefits to the universities that adopt this mechanism because they enhance the connection with the business world, improve the status within the local educational community (Gault *et al.*, 2000; Mello, 2006; Beard, 2007; Divine *et al.*, 2007; Weible, 2010), and make it easier to attract students (Gault *et al.*, 2000; Divine *et al.*, 2007; McDonald *et al.*, 2010).

As for the employers, despite the aforementioned benefits, the companies can still benefit from the disclosure of innovative ideas coming from the interns and the consequent knowledge exchange (Beard 1998; Tovey 2001; Divine *et al.*, 2008; Weible 2009). Also, interns are often workers with lower turnover rate (Beard 2007) who are ready and are a willingly source of inexpensive and qualified labour (Gault *et al.*, 2000).

Taking into consideration all the aforementioned positive professional and personal outcomes of an internship, less is known about the employability effects of not having such an experience upon graduation. Given that internships have been used to develop and show employability skills unavailable otherwise, and thus attain distinctiveness in the labour market, one might presume that the résumés of business graduates with no earlier internship will be rated lower in terms of job suitability and the other employability skills. Therefore, the following hypotheses are formulated:

H4: Résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of job suitability.

H5: Résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation and change; and (c) interpersonal skills.

H6: Résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of professional expectations, such as: (a) admission salary; (b) employment contract.

2.2.2 Short-term international internships

International studying is becoming more frequent worldwide. According to the Organization for Economic Co-operation and Development (OECD, 2013), approximately 4.3 million students were in tertiary education in a foreign country in 2011, and this number has been growing. Nowadays, short-term exchanges are becoming more usual as students can go abroad for a semester (or more), particularly in the summer term, as an alternative to the full semester or even the whole year (Zhang, 2012). International internships are normally placed on one of three categories (Toncar and Cudmore, 2000): foreign study tours, short duration internships (no longer than one full semester) and long duration internships (longer than one semester). This study follows the definition offered by Nolting, *et al.*, , p.2 (NAFSA, 2014), in that: *“an international internship typically refers to a short-term (one month to one year) work experience with an organization abroad that allows participants to apply theoretical classroom knowledge in a real-world setting, and gain a better understanding of a given field in a global context. These international internships may or may not offer academic credit and may or may not be paid.”*

Overseas internship programs are projected to offer substantive learning and skill development opportunities for interns, while they diminish the shock of moving from school to work (Feldman *et al.*, 1998). Additionally, they provide the added advantage of enabling students to live and work side-by-side with people of the host country, and to get to know values, customs, and worldviews in other regions of the

world (van't Klooster *et al.*, 2008). Given that they expose students to “real world” experiences and permit them to obtain an accurate preview of the organizations, these graduates are often considered first for full-time work upon graduation (Scott, 1992). As noted by Nolting, *et al.*, (2013) “*success in today’s global marketplace demands increased adaptability, cross-cultural sensitivity, political awareness and intellectual flexibility*” (p. 64), which are competencies that international interns are likely to offer.

While international internships are still the least frequent international form of exposure in higher education (Gordon and Patterson, 2006), in the recent years the number of participating students and employers have been increasing, embracing the international internships programs that have been created and consolidated (Clemente *et al.*, 2015). Several organizations have been promoting short-term professional internships abroad for higher education students. In a worldwide level, one can highlight AIESEC Global Talent and Global Entrepreneurs Program providing approximately 24,000 experiences between 2010 and 2015 both in companies and startups (AIESEC, 2015). In Europe, the Erasmus work placements/traineeships have engaged approximately 56,000 participants between 2012 and 2013 (Brandenburg *et al.*, 2014) and have been gaining increased relevance.

As for the motivations, students decision-making process is frequently very complex, and it is known that numerous factors play a role at diverse points in time (Findlay *et al.*, 2006; Vossensteyn *et al.*, 2010). Students often highlight that developing skills to enhance employability is the most relevant outcome of their time in higher education, which is also the main driver for work placement mobility (Deakin, 2014). Additionally, King (2002) argued that mobility during study, in Europe, is not only lined by economic goals, but further by educational and experience seeking goals.

Regarding the outcomes of an international internship, Malerich (2009), argues that students enrolled in such experiences attain learning results that transcend the domestic classroom. In the words of Gates (2014, p.35), this participation admittedly offer “*career exploration, linguistic development, workplace experience in a different culture, a new network of contacts, and a redefining of academic interests*”. According to Vance (2005), international internships are useful experiences to develop international business expertise and competencies in the perspective of the expatriates themselves. Likewise, and from the standpoint of the companies who assess these

graduates: “*Participation in a program such as the Overseas Internship Experience is a positive reflection on the student. It suggests an aggressive, motivated, committed student who worked hard to set himself or herself apart from peers*” (Toncar and Cudmore, 2000, p.7).

Given the aforementioned findings, one would expect that business graduates reporting an international internship while studying would be rated more job suited than the remaining, so the following hypothesis is offered:

H7: Résumés reporting a short-term international internship experience are positively associated to applicants’ perceived employability and have the highest rates in terms of job suitability.

An earlier study from Stronkhorst (2005) with the purpose of assessing the satisfaction and learning of Dutch students participation in international internships, has shown that international internships provide superior learning effects than study exchanges and national internships. Also, students have the chance to become more adaptable, more willing to embrace challenges and manage change (Gordon and Patterson, 2006), which confirm that the participants in such programs learn the ability to adjust, adapt and thrive (Toncar and Cudmore, 2000). van’t Klooster *et al.* (2008), in assessing the impact of skills development through the participation in overseas internship, evidenced that students greatly enhance their interpersonal skills, as well as the skill to adjust the communication style to other working colleagues. It seems that the participation in an international internship while studying, positively influence graduates employability skills, as follows:

H8: Résumés reporting a short-term international internship experience are positively associated to applicants’ perceived employability and have the highest rates in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation, and change; and (c) interpersonal skills.

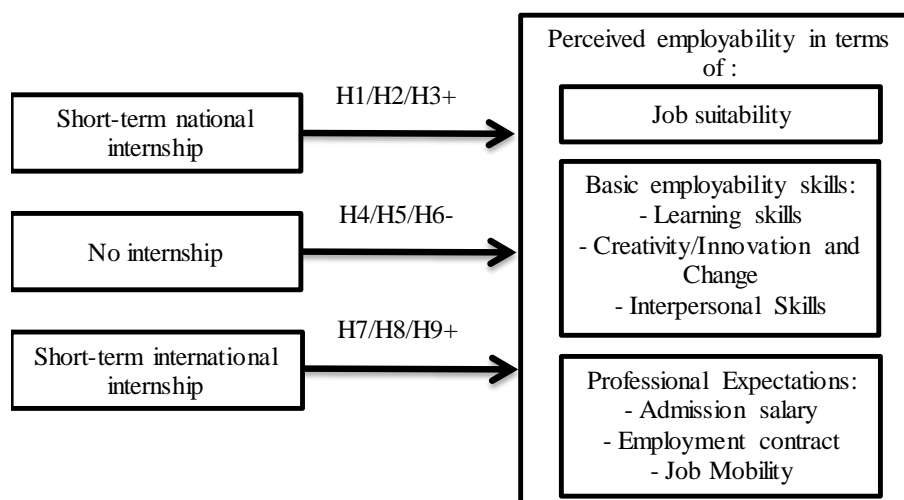
Chapel (1998) argues that an international internship is a key requisite for a graduate student aspiring toward a global business career, while Gordon and Patterson (2006) defend that such experience provides the potential to result in a permanent career position. According to the study of Feldman *et al.* (1999), examining the mentor-protégé relation during international internships that counted with the participation of 138 interns on six-month international internships, a proper mentoring is positively

associated with the likelihood of the interns receive job offers from the internship employer, and thus have a higher chance to continue working abroad. Given these outcomes, one would expect:

H9: Résumés reporting a short-term international internship experience are positively associated to applicants’ perceived employability and will have the highest rates in terms of professional expectations, such as: (a) admission salary; (b) employment contract; (c) and job geographical mobility.

From the perspective of the employing companies the most important drivers to adopt these internship programs are the efforts of employer branding and talent management (Miettinen, 2009) since many of the ‘soft’ or ‘transferable’ skills that employers are favouring are in fact developed through international mobility (Jones, 2012). Considering the different types of international exposure while studying, evidence in the literature shows that “*internships are favored over study abroad; experience is the issue*” (Albers-Miller *et al.*, 2000, p. 74), as corroborated by Trooboff *et al.* (2007). Nonetheless, Malerich (2009) showed that the value placed on work experience (international or otherwise) in comparison to specific academic preparation in the field, varies based on the characteristics of the organization, such as the international involvement of their business activities.

While earlier research has stressed the importance of having an initial working experience (Callanan and Benzing, 2004; Gault *et al.*, 2010), less is known about the potential cumulative employability effects of having acquired such experience through an international internship. Thus, this study examines the employability effects of having a short-term national or international internship while studying. Following, a summary of the theoretical model and the hypotheses are presented.



3. Methodology

3.1. Procedure and design

This study employs a experimental between subjects factorial design 2 (applicant gender) x 3 (no internship, national short-term internship and international short-term internship).

Data was collected through an online survey target to Portuguese working adults. Working adults were deemed as the more suitable respondents', as they have professional experience and often pre-screen job applications, particularly in small and medium enterprises (Holden and Jameson, 2002).

The survey was made available online, through the link (https://qtrial2016q2az1.qualtrics.com/SE/?SID=SV_4ZQ7vH0ATAeMJO5) and the respondents were approached via social media and email.

After reading the intructions and agreeing in participating, each respondent observed one résumé randomly generated from the six experimental conditions described in Table 1. Following, all subjects were asked to rate (1) the perceived employability of the profile presented in terms of the job suitability for a junior consultant position in marketing; (2) the basic employability skills and professional expectations of the applicant. Finally, a few questions on demographics were also asked to characterize the sample.

Condition	Gender	Short-term internship
A	Male	International
B	Male	National
C	Female	International
D	Female	National
E	Male	None
F	Female	None

Table 1. Summary of the experimental conditions

3.1. Stimulus materials

The aforementioned experimental conditions were embodied by fictitious résumés created to represent young business graduates applying to a marketing entry-level position. The résumés were designed in a single page format (as per earlier uses by Ramalheira, 2015) and included the candidate identification (date of birth, address, phone number, email), basic education (e.g. a college degree in business/management from Porto University), language skills and relevant additional training. These dimensions of the résumé were preserved constant along the conditions, whereas the remaining information about gender and internship participation was manipulated as per the six experimental conditions.

The first independent variable – gender - was manipulated by using a Portuguese name that contemplated male and female variations, respectively *João* and *Joana*, as per Ramalheira (2015) manipulation.

The second independent variable - short-term internship while studying - included three dimensions: no internship x national internship x international internship. The program Global Entrepreneurs develop by AIESEC was used to illustrate the international dimension, whereas no specific designation was used to name the national internship. In both cases the length of the internship was of two months and occurred during the summer college break (July and September). Additionally, the names of the welcoming companies were omitted.

To control for the position, all résumés were target to a junior consultant position in marketing, which were aligned with the professional preferences included in résumés, and were consistent with all fictitious profiles. Given that the résumé photo and information about academic performance and the participation in extra-curricular activities influence the perceived employability of the applicants (Gonçalves, 2014; Ramalheira, 2015) the résumés did not contain photos nor information about earlier extracurricular activities. All résumés reported the same grade point average (GPA) of 13, which is considered average on a scale from 0 to 20, according to the statistics of the university.

3.2. Measures

The research variables were measured using pre-established scales and the survey was administered in Portuguese.

3.2.1 Job suitability

It was measured using an five-item scale adaptation from McElroy *et al.* (2014) measure of applicant's job suitability. This measure was assessed in a seven point Likert scale (1 = totally disagree and 7 = totally agree) and the respondents were requested to rate the extent to which the candidate was suitable to an entry-level marketing position. Sample items include: "*Este candidato teria boas hipóteses de ser incluído na lista final de candidatos seleccionados para uma função júnior na área de marketing*". Cronbach alpha for this scale was .877, which is considered very good and equivalent to the original (McElroy *et al.*, 2014).

3.2.2 Employability skills

Learning Skills

This basic employability skill was measured using a two-item scale adapted from Evers *et al.* (1998) by Gonçalves (2010) to a sample of Portuguese business graduates. Following Gonçalves (2010) formulation, this measure was rated in a five-point Likert scale (1 = nível muito baixo de competência/capacidade; 5 = nível muito alto de competência/capacidade), being the respondents requested to rate the level the candidate revealed for the skill. The items were: "Keeping up-to-date on development in the field" "*(Este candidato é capaz de se manter atualizado(a) sobre os desenvolvimentos na sua área profissional)*" and "Gaining new knowledge from everyday experiences" "*(Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano)*". The Spearman-Brown coefficient for this two-items measure was of .841, which is considered adequate and higher than the original value from Evers *et al.* (1998) of $\alpha = .67$.

Creativity, innovation and change

Following Evers *et al.* (1998) and Gonçalves (2010) adaptation, this variable contained five items and was rated in a five-point Likert scale (1 = nível muito baixo de competência/capacidade; 5 = nível muito alto de competência/capacidade). The sample items include: “*Este candidato é capaz de criar novas soluções para problemas*”, “*Este candidato é capaz de se adaptar a situações de mudança*”. Cronbach alpha for this scale was .889, which is considered adequate and higher than $\alpha = .822$ coefficient of Evers *et al.* (1998).

Interpersonal skills

It were measured using a five-item scale adapted from Evers *et al.* (1998) by Gonçalves (2010). Accordingly to the adaptation by Gonçalves (2010) this measure was rated in a five point Likert scale (1 = nível muito baixo de competência/capacidade; 5 = nível muito alto de competência/capacidade), being the respondents requested to rate to which level the candidate revealed each competency. Amongst the five items used, are the following: “*Este candidato é capaz de se relacionar bem com colegas de trabalho*”, “*Este candidato é capaz de se relacionar bem com os seus superiores*” and “*Este candidato é capaz de compreender as necessidades de outros*”. Cronbach alpha for this scale was .956 which is higher than the original $\alpha = .801$ from Evers *et al.* (1998).

3.2.3 Professional Expectations

Admission salary

The respondents were requested to estimate the salary expectations of the candidate for a junior consultant position in marketing by indicating an estimate for the monthly gross salary, in Euros.

Employment contract

The respondents were requested to name the type of employment contract that is most likely expected by the candidate for a junior consultant position in marketing. The options presented were: a) Professional Internship contract (*Contrato de estágio profissional*); b) Fixed term contract ranging from 6 to 12 months (*Contrato de termo*

certo entre 6 meses a 1 ano); c) Permanent contract with 3 month trial period (*Contrato sem termo com 3 meses de período experimental*); d) Temporary service contract (*Contrato de prestação de serviços – recibos verdes*).

Job geographical mobility.

The respondents were asked to assess the geographical mobility of the candidate for accepting a junior consultant position in marketing, by answering the question: *Na sua opinião quais serão as expectativas de mobilidade deste candidato, para exercer uma função júnior em Marketing?*. The options presented were: a) performing the function in the national context without traveling (*Exercer a função em contexto nacional sem a necessidade de deslocações*); b) perform the position in the national context requiring national short journeys (*Exercer a função em contexto nacional exigindo deslocações nacionais de curta duração*); c) perform the function in the national context requiring travel and temporary stays in other parts of the country (*Exercer a função em contexto nacional exigindo deslocações ou estadias temporárias noutras localidades do país*); d) perform the function in the national context requiring international short travels (*Exercer a função em contexto nacional exigindo deslocações internacionais de curta duração*) ; e) perform the function at the national or international context requiring international travel or stays (*Exercer a função em contexto nacional ou internacional exigindo deslocações ou estadias internacionais*).

3.2.4 Other measures

In the last section of the questionnaire, some control variables were asked, such as respondents' age, gender, education, earlier national/international internship experience, and recruitment experience. For the analyses, age was computed in years; gender was dummy-coded: (0) for female and (1) for male; as well as education: (0) for no HE and (1) for HE. The participation in short-term internship programs, was coded (0) for non participation and (1) for participation. Finally the recruitment experience was also dummy-coded: (1) for Yes (2) for No.

3.3. Sample

Out of the 237 complete responses to the survey, 194 fulfilled the criteria of being from working adults and compose the sample of this study. The number of respondents per experimental condition and demographic characteristics are displayed in Table 2.

Experimental Condition	N	Gender		Age		Education		Earlier participation in IIE	Earlier participation in NIE	Earlier Recruiting Experience
		Male	Female	M	SD	< HE	HE			
Condition A (ISTIE x Male)	31	64,52%	35,48%	33,6452	15,2612	9,68%	90,32%	29,03%	35,48%	35,48%
Condition B (NSTIE x Male)	30	46,67%	53,33%	33,0667	12,3118	0,16667	83,33%	26,67%	36,67%	36,67%
Condition C (ISTIE x Female)	39	48,72%	51,28%	32,8462	9,97771	2,56%	97,44%	33,33%	38,46%	56,41%
Condition D (NSTIE x Female)	31	41,94%	58,06%	29,3226	10,2482	9,68%	90,32%	22,58%	25,81%	58,06%
Condition E (LIE x Male)	31	64,52%	35,48%	31,6129	11,2537	0,06452	93,55%	29,03%	48,39%	48,39%
Condition F (LIE x Female)	32	59,375%	40,625%	28,2188	7,5037	9,38%	90,63%	28,13%	40,63%	34,38%
Overall sample	194	54,29%	45,71%	31,452	11,0927	9,07%	90,93%	28,13%	37,57%	44,90%

ISTIE - International short term internship experience; NSTIE - National short term internship experience; LIE - Lack of internship experience
IIE - International internship experience ; NIE - National internship experience

Table 2. Sample composition by experimental condition

Respondents were mostly male (54.29 percent) and the average age was of 31.54 years old (with a minimum of 20 years and a maximum of 70 years old). With regards to education, the sample was highly qualified, with only 9.07 percent without a higher education degree. Further, 28.13 percent had an earlier international internship experience while studying, and 37.57 had a national internship experience. Only 12.37 percent of the respondents had no internship while studying. In detail, the international internship program more frequently attended was the Erasmus with 49.09 percent. Expectedly, Europe was the most frequent destination and the average duration of the experience was of 6.77 months. Concerning respondents' participation in national internships, 83.5 percent of the programs took place while studying and the average duration was of 7.56 months. The services sector was the most represented with 88.1 percent of the respondents and many (43.81 percent) worked for large companies (over 250 workers according to Portuguese standards). While most respondents worked for local companies, at least 31.44 percent worked for firms internationally exposed. Most participants (57.21%) reported regular contacts with international stakeholders during the performance of their roles. As expected, many respondents had earlier recruiting experience (44.9 percent) despite not having HR jobs.

4. Results

4.1. Sample differences by experimental condition

Several analysis of variance were conducted to determine if the sample distribution among the experimental condition was properly dispersed. The results from Table 3 show that no significant differences were found for the main demographic variables across the experimental conditions, therefore corroborating the adequacy of the experimental manipulation.

	F	Sig.
Age	1,227	,298
Gender	1,208	,307
Education	,894	,486
International Internship	,707	,619
National Internship	,203	,961
Recruiting Experience	1,564	,172

Table 3. ANOVA results for differences between experimental conditions.

4.2. Inter-correlation of the variables

Table 4 presents the descriptives (mean and standard deviations) as well as the inter-correlations (Pearson coefficient) for the main research variables.

Regarding the respondent's demographics, the most significant intercorrelation is identified between age, earlier participation in internships and recruiting experience. Further, respondents' age is also negative interrelated with salary expectations.

Concerning the employability measures, one can highlight the positive significant correlation between the rates of job suitability and the basic employability skills, and between the measures of professional expectations.

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Respondents' demographics																
1. Age	31,48	11,299		,051	,031	-.204**	-.248**	-.332**	-.063	,044	-.065	-.023	,047	,176*	,128	,116
2. Gender (0 = female)	,54	,500			-,102	,032	,051	-,070	-,082	-,021	-,021	-,066	,054	,029	,002	-,073
3. Education (0 = less than HE)	,91	,283				-,023	-,007	,011	-,064	,099	-,115	-,055	-,043	,048	,049	,075
4. Earlier NIE	,38	,486					,078	,088	-,091	,059	,020	-,016	,019	-,020	,105	,000
5. Earlier IIE	,28	,452						-,024	-,243**	-,085	-,121	-,053	-,004	-,114	-,114	-,189**
6. Recruiting experience (1 = yes)	1,55	,499							,307**	,086	,014	-,019	,023	-,087	,127	-,021
7. International Stakeholder Contact	1,43	,496								,005	-,068	-,015	,022	-,017	,022	-,157*
Criterion																
8. Job suitability	5,0124	1,14514									,465**	,473**	,327**	,100	,141	,157*
9. Learning skills	3,5567	,72296										,741**	,587**	,026	-,007	,165*
10. CIC Skills	3,3340	,64397											,665	,120	,040	,143
11. Interpersonal Skills	3,3782	,66782												,146*	,038	,123
12. Entrance Salary Expectations	889,13	347,083													,178*	,200**
13. Contract Expectations	1,66	,861														,227*
14. Job Mobility Expectations	2,92	1,604														

Notes: n = 194; **p < 0.01; *p < 0.05

Table 4. Inter-correlations of the variables

4.3. Test of hypotheses

To determine the effects of gender and short-term internships on the assessment of the résumés, several analysis of variance (ANOVA) were run.

ANOVA results for all variables

Effects between conditions	N	Job suitability			Learning skills			Creativity, innovation and change			Interpersonal skills		
		M	SD	F	M	SD	F	M	SD	F	M	SD	F
Internship effects													
No Internship (conditions E, F)	63	4,51	1,20	10,15***	3,32	0,75	5,99**	3,1	0,66	6,96**	3,22		5,07*
National Internship (conditions B, D)	61	5,16	1,08		3,6	0,71		3,40	0,58		3,32		
International Internship (conditions A, C)	70	5,34	1,00		3,74	0,66		3,49	0,62		3,58		
Gender effects													
Male (conditions A, B, E)	92	5,12	1,07	1,475	3,56	0,68	0,024	3,35	0,61	0,174	3,35	0,68	0,224
Female (conditions C, D, F)	102	4,92	1,21		3,55	0,77		3,31	0,67		3,4	0,66	

Significance at *p < .05, **p < .01, ***p < .001

Table 5. ANOVA for job Suitability and employability skills

ANOVA results for all variables

Effects between conditions	N	Admission salary			Employment contract			Geographic mobility		
		M	SD	F	M	SD	F	M	SD	F
Internship effects										
No Internship (conditions E, F)	63	813	189	2,235	1,51	0,84	1,658	1,06	0,82	1,35
National Internship (conditions B, D)	61	926	518,83		1,70	0,9		1,05	0,78	
International Internship (conditions A, C)	70	925	260,17		1,77	0,84		1,26	0,85	
Gender effects										
Male (conditions A, B, E)	92	919	454,00	1,264	1,79	0,96	3,955*	1,08	0,81	0,724
Female (conditions C, D, F)	102	863	206,022		1,55	0,75		1,18	0,83	

Significance at *p < .05, **p < .01, ***p < .001

Table 6. ANOVA for professional expectations

Effects of national short-term internship

Hypothesis 1 assumed that the résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of job suitability. Table 5 presents the mean values and shows that the résumés of the graduates with the aforementioned experience scored higher than those having no internship ($M_n = 5,15$ versus $M_t = 4,51$). Additionally, the results of the ANOVA present in table 5 ($F(2,194) = 10,15$; $p = 0,000$), display statistical differences between the conditions, suggesting an internship effect. Hence, a post-hoc test was performed to test multiple comparisons and the evidence shows that the ratings of job suitability for the conditions of a national internship (condition B and D) (female x national internship) differed statistically from the ratings of the résumés from the condition E and F (without internship), but not from the conditions (A and C) which partially supports H1. Whereas the résumés containing information about a national internship are better rated in terms of job suitability, this difference is only statistically significant for the comparison with the résumés of applicants without an internship. Thus, H1 is supported.

Hypothesis 2 forecasted that the résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation and change; and (c) interpersonal skills. According to Table 5, the résumés of the graduates with a national internship scored higher in terms of the aforementioned measures than the résumés with no internship (a) ($M_n = 3,60$ versus $M_{no} = 3,32$); (b) ($M_n = 3,40$ versus $M_{no} = 3,10$) ; (c) ($M_n = 3,32$ versus $M_{no} = 3,22$). Additionally, the results of the ANOVA presented in Table 5, suggest an internship effect for all three dependent variables, respectively: (a) [$F(2,194) = 5,99$; $p = 0,003$] ; (b) [$F(2,194) = 6,96$; $p = 0,001$] ; (c) [$F(2,194) = 5,07$; $p = 0,007$] . Hence, a post-hoc test was performed showing a statistically significant difference between the ratings for the conditions of national internship (B and D) and the conditions without internship (E and F) for the measure of creativity/innovation and change. Thus, H2 is partially supported respectively H2 (b).

Hypothesis 3 predicted that the résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of professional expectations, such as: (a) admission salary; (b) employment contract and (c) job geographical mobility. Table 6 shows the difference of means in terms of salary, contract and mobility expectations. The résumés of the graduates with the aforementioned experience showed higher mean values than those whom do not have such experience but these differences are not significantly different. Therefore, H3 is not supported.

Effects of not possessing a short-term internship

Hypothesis 4 assumed that job applicants' résumés not reporting a short-term internship would be perceived negatively and would have the lowest rates in terms of job suitability. Table 5 presents the mean values and shows that the résumés of the graduates without an internship scored lower than those having an internship ($M_{no} = 4.51$ versus $M_n = 5.16$ and $M_I = 5.34$). Additionally, the results of the ANOVA presented in table 5 ($F(2,194) = 10,15$; $p = 0,000$), suggest an internship effect, confirmed by the post-hoc tests. These confirm that the résumés without internship experience scored lower in job suitability than all the other résumés. Thus, H4 is supported.

Hypothesis 5 forecasted job applicants résumés not reporting a short-term internship would be perceived negatively and will have the lowest rates in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation and change; and (c) interpersonal skills. According to Table 5, the résumés of the graduates without a internship scored lower in terms of aforementioned measures, than the résumés with a internship, respectively: (a) ($M_{no} = 3.32$ versus $M_n = 3.60$ and $M_I = 3.74$) ; (b) ($M_{no} = 3.10$ versus $M_n = 3.40$ and $M_I = 3,49$) ; (c) ($M_{no} = 3,22$ versus $M_n = 3,32$ and $M_I = 3.58$) . Additionally, the results of the ANOVA present in Table 5 suggest an internship effect for all three dependent variables, respectively: (a) [$F(2,194) = 5,99$; $p = 0,003$] ; (b) [$F(2,194) = 6,96$; $p = 0,001$] ; (c) [$F(2,194) = 5,07$; $p = 0,007$]. Post-hoc tests confirm there are statistically significant differences between résumés with no internship and résumés with international internships in learning skills (H5a) and

interpersonal skills (H5c), but not with the résumés naming a national internship, which do not support hypotheses H5 (a) and H5 (b). Yet, résumés with no internship scored significantly lower than all others in creativity/innovation and change, which fully supports H5 (b).

Hypothesis 6 defended that résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of professional expectations, such as: (a) admission salary; (b) employment contract. Table 6 shows the difference of means in terms of salary, contract and mobility expectations. The résumés without internship showed lower mean values than those whom do not have such experience but these differences are not significantly different. Therefore, H6 is not supported.

Effects of international short-term internship

Hypothesis 7 assumed that résumés reporting an international short-term internship would be perceived positively, and will have the highest rates, in terms of job suitability. Table 5 presents the mean values and shows that the résumés of the graduates with the aforementioned experience scored higher than the others ($M_I = 5.34$ versus $M_n = 5.16$ and $M_{no} = 4.51$). Additionally, the results of the ANOVA presented in Table 5 suggest an internship effect respectively: ($F(2,194) = 10,15; p = 0,000$). Hence, a post-hoc test was performed showing statistically significant differences only between résumés with international internship and résumés without an internship. As the ratings for the résumés with international internship do not significantly differ from the ratings of the résumés with national internship, H7 is not supported.

Hypothesis 8 predicted that the résumés reporting a short-term international internship experience are positively associated to applicants' perceived employability and will have the highest rates in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation, and change; and (c) interpersonal skills. According to Table 5, the résumés of the graduates with a international internship scored higher in terms of the aforementioned measures than the résumés with a national internship or no internship, respectively: (a) ($M_I = 3.74$ versus $M_n = 3.60$ and $M_{no} = 3.32$) ; (b) ($M_I = 3.49$ versus $M_n = 3.40$ and $M_{no} = 3.10$) ; (c) ($M_I = 3.58$ versus $M_n =$

3.32 and $M_{no}=3.22$). Additionally, the results of the ANOVA present in Table 5 suggest an internship effect for all three dependent variables, respectively: (a) [$F(2,194) = 5,99$; $p = 0,003$] ; (b) [$F(2,194) = 6,96$; $p = 0,001$] ; (c) [$F(2,194) = 5,07$; $p = 0,007$]. Post-hoc tests confirm there are statistically significant differences between résumés with an international internship and those having no internship, for learning skills (H8a), for creativity/innovation and change (H8b) and interpersonal skills (H8c), but not with the résumés naming a national internship, which do not fully support hypothesis H8.

Hypothesis 9 defended that résumés reporting a short-term international internship experience are positively associated to applicants' perceived employability and will have the highest rates in terms of professional expectations, such as: (a) admission salary; (b) employment contract; (c) and job geographical mobility. The résumés of the graduates with the aforementioned experience showed higher mean values than those who have a national internship or who do not have an internship experience but these differences are not significantly different. Thus, H9 is not supported.

Gender effects

Despite the fact that no specific hypotheses were posited to address gender differences in the evaluations of the résumé's, it was one of the independent variables. Hence, analysis of variance was used (ANOVA) to discern any significant differences, regarding job suitability, basic employability skills and salary expectations, between the experimental conditions containing fictitious male (conditions A, B and E) and female applicants (conditions C, D and F). In relation to job suitability, the male applicants showed higher mean values ($M_m = 5.12$ versus $M_f = 4.92$) but no statistical difference was found on ANOVA, and similarly for the remaining outcome variables (e.g. learning skills; creativity/innovation and change; interpersonal skills and professional expectations). In sum, despite the higher averages obtained in all male conditions for job suitability, employability skills and professional expectations, such differences are not statistically significant, hence one cannot conclude for a gender effect in the opinions of the respondents.

5. Discussion

The following table summarizes the overall results.

Hypotheses	Description	Result
H1	Résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of job suitability.	Partially supported
H2	Résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation and change; and (c) interpersonal skills.	Partially supported, respectively H2 (b)
H3	Résumés reporting a short-term national internship experience are positively associated to applicants' perceived employability and will be rated high in terms of professional expectations, such as: (a) admission salary; (b) employment contract; and (c) job geographical mobility.	Not supported
H4	Résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of job suitability.	Supported
H5	Résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of basic employability skills, such as: (a) learning skills; (b) creativity, innovation and change; and (c) interpersonal skills.	Partially supported, respectively H5 (b)

Hypotheses	Description	Result
H6	Résumés not reporting any internship experience are negatively associated to applicants' perceived employability and will have the lowest rates in terms of professional expectations, such as: (a) admission salary; (b) employment contract; and (c) job geographical mobility.	Not supported
H7	Résumés reporting a short-term international internship experience are positively associated to applicants' perceived employability and will have the highest rates in terms of job suitability.	Not supported
H8	Résumés reporting a short-term international internship experience are positively associated to applicants' perceived employability and will have the highest rates in basic employability skills, such as: (a) learning skills; (b) creativity, innovation, and change; and (c) interpersonal skills.	Not supported
H9	Résumés reporting a short-term international internship experience are positively associated to applicants' perceived employability and will have the highest rates in professional expectations such as: (a) admission salary; (b) employment contract; and (c) job geographical mobility.	Not supported

Table 7. Overall results from the test of hypotheses

This research intended to contribute to the study of the effects of short-term internships on the perceived employability of business graduates. The results of this investigation reveal that the résumés of business students with short-term internship experiences while studying are assessed differently than the résumés of the students without such experience.

In relation to job suitability, the findings suggest that applicants with short term internship experience are assessed as more suitable for an entry-level marketing

position. In particular, those who report an international short term internship receive higher ratings. Nonetheless this study, using statistical procedures, proved that the résumés with such experience, do not get significantly higher ratings than those reporting an international internship. These results are not consistent with (Albers-Miller *et al.*, 2000), that showed that individuals with international internship should have preferential treatment in a recruitment process.

Additionally, with regards to employability skills, the findings suggest, once again, higher ratings for learning skills, creativity/innovation/change and interpersonal skills in the résumés with international internship experience. Nevertheless the only significant differences were found for the résumés having no internship who scored significantly than all the others on creativity/innovation/change. This is partially consistent with Toncar and Cudmore (2000), that defended that students with international internship learn the ability to adjust adapt and thrive.

Finally, concerning professional expectations, the findings show that : (a) in the case of salary expectations and contract expectations, despite higher mean values, there is no significant difference between those who possess internship and those who not possess, thus not aligned with (Gault *et al.*, 2000) study that showed that interns after their internship receive higher starting salaries; (b) regarding job mobility expectations, there is also lack of differences between the groups, in particular those who possess international short term internship and those who not possess.

In short, one contribution of this study is that the effect of short-term internship experience provides more decisive contribution to the applicant's skill level assessment by the recruiter (i.e suitability to a entry-level position or basic employability skills) than to the professional expectations assessment (i.e salary, contract and mobility).

5.1. Limitations and implications for future research

This study and the respective findings should be interpreted within its limitations. Concerning the résumés created to represent the six different experimental conditions, some limitations were also noted. It was of the opinion of the respondents that the analysis of the résumés was not sufficient to formulate a clear impression about some skills, particularly about the candidate interpersonal skills.

Additionally despite the aim of this study was to study the impact of internships while studying on the chances to get a marketing entry-level job position, the Portuguese standard higher education timeline only allows a student to participate in these programs in the summer study break, meaning that in the best case scenario, for a period of 3 months. Thus, this duration constraint could have affected the opinion of the respondent of the value of the internship itself, because the longer the experience, *ceteris paribus*, the more attractive the students become to the people who assess their résumés, due to the expectation of higher learning benefits from the experience. Future research could study the effect of longer internships, for instance after studying, and the implication in the subjective and objective measure used in this report.

Furthermore, and as stated previously, as higher education is becoming all and all more specialized, particularly in the case of business and management studies. The fact that the six fictitious profiles portrayed a student enrolled in a management degree applying to a marketing position, could in some way impact negatively the ratings by the respondents. Although, such impact was partially controlled and didn't produce difference within the different groups of the experimental conditions because it was generalized. Future research should align directly the fictitious degree with the background area of the position where the fictitious individual is applying.

Finally, it is advisable that this study could be replicated in other regions of the world where the ease or the attractiveness to perform a international internship is notably different from Portugal.

5.2. Implications for theory and practice

This report contributes to the debate of employability in general and graduate's employability in particular by demonstrating how business job applicants from both genders, displaying an average academic performance can appear more employable than their peers by participating in a short term internship experience while enrolled in higher education.

First implication is due to the fact that the perceptions of employability towards the fictitious profiles were not dependent on the respondent's demographics.

Furthermore, this study supports the idea that a short-term internship experience during studies is an efficient approach for business students targeting the

entry-level segment of the labour market, as they will have an experience on the resumé that will lead the recruiters consider them as more employable.

In parallel from the employer point of view, companies can largely benefit from hiring interns that had in the past these experiences, or in parallel receive international and national interns to develop these programs, since they are sought as more skilled compared to their non-intern counterparts, further displaying an excellent “cost benefit ratio” opportunity in terms of recruitment purposes. This finding is corroborated by Gonçalves (2014), as the author showed that experiences abroad as a student are not translated into substantial career advantages in terms of compensation.

Hence, companies should cooperate with universities and the institutions that develop this programs, in order to have access to international and national pool of graduates who are aiming to upgrade their professional experience and appear distinctive from their peers. In the case of universities it allows them to play an active role on promoting a smoother transition to work for their students, and in parallel showing awareness that the international mobility of students it's not only valuable for study related purposes, but rather for work. In a nutshell, universities can adopt mechanisms such as assigning ECT's for their students as they enrol in these programs out of the academic calendar, hence promoting the benefits of experiential learning with a international exposure.

Lastly, results have shown the overall acceptable validity of résumés as a part of selection process (Schmidt and Zimmerman, 2004) particularly one page résumés (Thoms *et al.*, 1999) to evaluate the applicant's initial employability (Brown and Campion, 1994; Dindoff, 1999).

6. Conclusion

This study aimed to assess the impact of gender and short-term internships while studying on the perceived employability of business graduates applying to a entry-level marketing position. The results show that graduates not displaying an short-term internship on the résumé are disadvantaged compared to their peers, with regards to perceived job suitability and basic employability skills, but not concerning professional expectations. While possessing a short-term international internship is valuable in terms of perceived employability, it is not sufficient to attain distinctiveness over the ones who possess a short-tem national internship.

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Annexes

Annex A – Experimental between subjects factorial design

Factors	Gender	Independent Variable Short term Internship experience possession	180 min	Dependent Variables - Perceived applicants’ employability in terms of:						
				Job Suitability	Basic employability skills			Professional Expectations		
Two factors between subjects design: Gender x Short Term Internship (STI) with three dimensions : (1) No STI; (2) International STI and (3) national STI	Male	International (A)	30	Suitability to the position	Learning skills	Creativity innovation change	Interpersonal skills	Admission salary	Employment contract	Job geographical mobility
		National (B)	30							
		None (E)	30							
	Female	International (C)	30							
		National (D)	30							
		None (F)	30							
Note: Experimental Conditions inside the brackets			180	Other Control Variables : Age, Gender, Education, Participation in International Internships, Participation in National Internships and Recruiting Experience						
Measures Used				5 items	2 items	5 items	5 items	1 item	1 item	1 item
				McElroy <i>et al.</i> (2014).	Evers <i>et al.</i> (1998) following Gonçalves (2010)			Author’s elaboration		

Annex B – Experimental Conditions

Condition A

JOÃO Martins ANTUNES

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 jma55955@mailtelepac.pt
 (+351) 932 255 555
 26 de Fevereiro de 1995
 Português
 Licença de Condução Europeia

Áreas de Interesse
 Procuro uma experiência profissional desafiante numa das seguintes áreas: **Marketing** ou **Gestão Comercial**

Disponibilidade
 Posso disponibilidade para começar a trabalhar em full-time a partir de Setembro de 2016, tendo total mobilidade nacional e internacional.

Hobbies
 Leitura, Música, Viagens, Televisão, Línguas e Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão 2013-2016

Média Atual: 13 valores | Data Prevista de Conclusão: Julho de 2016

Principais Disciplinas: *Marketing, Gestão Comercial, Direito Comercial, Finanças, Contabilidade Financeira, Contabilidade de Gestão, Gestão das Operações.*

Programa Global Entrepreneurs (AIESEC) Julho de 2015 a Setembro de 2015

Estágio Internacional não remunerado no Reino Unido em empresa multinacional

Departamento de Marketing e Vendas, *Junior Consultant*

Formação Complementar

Curso em Marketing Digital 2014

Formação Zona Verde | 20 horas

Curso de Técnicas de Vendas 2014

Key School | 30 horas

Competências

Informática

Microsoft Office | *Utilizador Avançado*

Línguas

Português | *Língua Nativa*

Inglês | *Avançada*

Data: Maio de 2016

International

Condition C

JOANA Martins ANTUNES

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 jma55955@mailtelepac.pt
 (+351) 932 255 555
 26 de Fevereiro de 1995
 Português
 Licença de Condução Europeia

Áreas de Interesse
 Procuro uma experiência profissional desafiante numa das seguintes áreas: **Marketing** ou **Gestão Comercial**

Disponibilidade
 Posso disponibilidade para começar a trabalhar em full-time a partir de Setembro de 2016, tendo total mobilidade nacional e internacional.

Hobbies
 Leitura, Música, Viagens, Televisão, Línguas e Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão 2013-2016

Média Atual: 13 valores | Data Prevista de Conclusão: Julho de 2016

Principais Disciplinas: *Marketing, Gestão Comercial, Direito Comercial, Finanças, Contabilidade Financeira, Contabilidade de Gestão, Gestão das Operações.*

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Formação Zona Verde | 20 horas

Curso de Técnicas de Vendas 2014

Key School | 30 horas

Competências

Informática

Microsoft Office | *Utilizador Avançado*

Línguas

Português | *Língua Nativa*

Inglês | *Avançada*

Data: Maio de 2016

National

Condition B

JOÃO Martins ANTUNES

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jma55955@mailtelepac.pt
(+351) 932 255 555
26 de Fevereiro de 1995
Português
Licença de Condução Europeia

Áreas de Interesse
Procuro uma experiência profissional desafiante numa das seguintes áreas: **Marketing** ou **Gestão Comercial**

Disponibilidade
Possuo disponibilidade para começar a trabalhar em full-time a partir de Setembro de 2016, tendo total mobilidade nacional e internacional

Hobbies
Leitura, Música, Viagens, Televisão, Línguas e Desporto

Educação

Universidade do Porto – Licenciatura em Gestão
2013-2016
Média Atual: 13 valores | Data Prevista de Conclusão: Julho de 2016
Principais Disciplinas: *Marketing, Gestão Comercial, Direito Comercial, Finanças, Contabilidade Financeira, Contabilidade de Gestão, Gestão das Operações*

Estágio de Enriquecimento Curricular
Julho de 2015 a Setembro de 2015
Estágio nacional não remunerado em empresa multinacional portuguesa
Departamento de Marketing e Vendas, *Consultor Júnior*

Formação Complementar

Curso em Marketing Digital
2014
Formação Zona Verde | 20 horas

Curso de Técnicas de Vendas
2014
Key School | 30 horas

Competências

Informática
Microsoft Office | *Utilizador Avançado*

Línguas
Português | *Língua Nativa*
Inglês | *Avançado*

Data: Maio de 2016

Condition D

JOANA Martins ANTUNES

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jma55955@mailtelepac.pt
(+351) 932 255 555
26 de Fevereiro de 1995
Português
Licença de Condução Europeia

Áreas de Interesse
Procuro uma experiência profissional desafiante numa das seguintes áreas: **Marketing** ou **Gestão Comercial**

Disponibilidade
Possuo disponibilidade para começar a trabalhar em full-time a partir de Setembro de 2016, tendo total mobilidade nacional e internacional

Hobbies
Leitura, Música, Viagens, Televisão, Línguas e Desporto

Educação

Universidade do Porto – Licenciatura em Gestão
2013-2016
Média Atual: 13 valores | Data Prevista de Conclusão: Julho de 2016
Principais Disciplinas: *Marketing, Gestão Comercial, Direito Comercial, Finanças, Contabilidade Financeira, Contabilidade de Gestão, Gestão das Operações*

Estágio de Enriquecimento Curricular
Julho de 2015 a Setembro de 2015
Estágio nacional não remunerado em empresa multinacional portuguesa
Departamento de Marketing e Vendas, *Consultor Júnior*

Formação Complementar

Curso em Marketing Digital
2014
Formação Zona Verde | 20 horas

Curso de Técnicas de Vendas
2014
Key School | 30 horas

Competências

Informática
Microsoft Office | *Utilizador Avançado*

Línguas
Português | *Língua Nativa*
Inglês | *Avançado*

Data: Maio de 2016

No internship

Condition E

**JOÃO Martins
ANTUNES**

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26 de Fevereiro de 1995

Português

Licença de Condução
Europeia

Áreas de Interesse
 Procuro uma experiência
profissional desafiante
numa das seguintes áreas:
**Marketing ou Gestão
Comercial**

Disponibilidade
 Possoo disponibilidade para
começar a trabalhar em
full-time a partir de
Setembro de 2016, tendo
total mobilidade nacional e
internacional.

Hobbies
 Leitura, Música, Viagens,
Televisão, Línguas e
Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão
2013-2016
Média Atual: 13 valores | Data Prevista de Conclusão: Julho de 2016
 Principais Disciplinas: *Marketing, Gestão Comercial, Direito Comercial,
Finanças, Contabilidade Financeira, Contabilidade de Gestão, Gestão das
Operações.*

Formação Complementar

Curso em Marketing Digital
2014
 Formação Zona Verde | 20 horas

Curso de Técnicas de Vendas
2014
 Key School | 30 horas

Competências

Informática
 Microsoft Office | *Utilizador Avançado*

Línguas

Português | *Língua Nativa*
 Inglês | *Avançado*

Date: Maio de 2016

Condition F

**JOANA Martins
ANTUNES**

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3º Esquerdo Frente, Portugal

jma55955@mailtelepac.pt

(+351) 932 255 555

26 de Fevereiro de 1995

Português

Licença de Condução
Europeia

Áreas de Interesse
 Procuro uma experiência
profissional desafiante
numa das seguintes áreas:
**Marketing ou Gestão
Comercial**

Disponibilidade
 Possoo disponibilidade para
começar a trabalhar em
full-time a partir de
Setembro de 2016, tendo
total mobilidade nacional e
internacional.

Hobbies
 Leitura, Música, Viagens,
Televisão, Línguas e
Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão
2013-2016
Média Atual: 13 valores | Data Prevista de Conclusão: Julho de 2016
 Principais Disciplinas: *Marketing, Gestão Comercial, Direito Comercial,
Finanças, Contabilidade Financeira, Contabilidade de Gestão, Gestão das
Operações.*

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 Formação Zona Verde | 20 horas

Curso de Técnicas de Vendas
2014
 Key School | 30 horas

Competências

Informática
 Microsoft Office | *Utilizador Avançado*

Línguas

Português | *Língua Nativa*
 Inglês | *Avançado*

Date: Maio de 2016

Annex C – Survey



FEP FACULDADE DE ECONOMIA
UNIVERSIDADE DO PORTO

Este inquérito sobre Empregabilidade foi elaborado por uma equipa de investigação da Faculdade de Economia da Universidade do Porto e dirige-se especialmente a trabalhadores Portugueses no ativo. Não demora mais do que 10 minutos a responder e as respostas são anónimas e confidenciais. Não há respostas “certas ou erradas”, porque o que nos interessa é a sua opinião. Os dados sociodemográficos pedidos destinam-se apenas à caracterização final da amostra. Desde já agradecemos a sua colaboração quer através do preenchimento do inquérito quer partilhando este pedido com outros colegas de trabalho com interesse pelo tema e disponibilidade para participar. Caso deseje mais informações sobre este estudo por favor contacte:

Pedro Capa Pereira – pedro.capa.pereira@gmail.com ou 913537291

Obrigado desde já pela sua participação

Aceita prosseguir?

Sim ☐

Não ☐

(1) Curriculum Vitae

De seguida apresentamos o Curriculum Vitae de um candidato a uma função júnior na área de Marketing. Por favor observe e leia atentamente a informação curricular apresentada. Se necessário use o elevador lateral (e faça scroll down na imagem), podendo assim ter uma observação e leitura fidedigna de todo o Curriculum Vitae.

(2) Empregabilidade

Após a análise do perfil anterior, pedimos que assinale o nível de capacidade e competências que o candidato apresenta para exercer uma função júnior de Marketing.

1 – Adequação à função

Nível de competência capacidade

	Muito baixo (1)	Baixo (2)	Médio (3)	Elevado (4)	Muito Elevado (5)
Q1.1 - Este candidato é qualificado para exercer uma função júnior na área de Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q1.2 - Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q1.3 - Este candidato reúne os requisitos para exercer uma função júnior na área de Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q1.4 - Não contrataria este candidato para exercer uma função júnior na área de Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q1.5 - Este candidato teria boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 – Competências de empregabilidade

Nível de competência capacidade

	Muito baixo (1)	Baixo (2)	Médio (3)	Elevado (4)	Muito Elevado (5)
Q2.1 - Este candidato é capaz de adquirir novos conhecimentos através de experiências do quotidiano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.2 - Este candidato é capaz de se manter atualizado sobre desenvolvimentos na sua área profissional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.3 - Este candidato é capaz de criar novas soluções para os problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.4 - Este candidato é capaz de se adaptar a situações de mudança	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.5 - Este candidato é capaz de iniciar a mudança de modo a aumentar a produtividade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.6 - Este candidato é capaz de se manter informado com realidades externas que possibilitem à sua empresa ter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.7 - Este candidato é capaz de reconcetualizar os seus papéis em resposta às exigências de mudança da organização	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 – Competências de empregabilidade

Nível de competência capacidade

	Muito baixo (1)	Baixo (2)	Médio (3)	Elevado (4)	Muito Elevado (5)
Q2.8 - Este candidato é capaz de se relacionar bem com colegas de trabalho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.9 - Este candidato é capaz de se relacionar bem com os seus superiores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.10 - Este candidato é capaz de se relacionar bem com subordinados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.11 - Este candidato é capaz de ser compreensivo com os outros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.12 - Este candidato é capaz de compreender as necessidades de outros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 – Expectativas Profissionais

Q3.1 - Na sua opinião quais serão as expectativas salariais deste candidato, para exercer uma função júnior em Marketing? Por favor indique o valor ilíquido mensal (em euros) que melhor represente essas expectativas: _____

Q3.2 - Na sua opinião quais serão as expectativas contratuais deste candidato, para exercer uma função júnior em Marketing? Por favor indique o tipo de contrato que melhor represente essas expectativas:

Contrato de estágio profissional ☐

Contrato a termo certo (6 a 12 meses) ☐

Contrato sem termo (efetivo, com período experimental de 3 meses) ☐

Contrato de prestação de serviços (recibos verdes) ☐

Q3.3 - Na sua opinião quais serão as expectativas de mobilidade deste candidato, para exercer uma função júnior em Marketing? Por favor indique o tipo de contrato que melhor represente essas expectativas:

Exercer a função em contexto nacional sem a necessidade de deslocações ☐

Exercer a função em contexto nacional exigindo a necessidade de deslocações nacionais de curta duração ☐

Exercer a função em contexto nacional exigindo deslocações ou estadias temporárias noutras localidades do país ☐

Exercer a função em contexto nacional exigindo deslocações internacionais de curta duração ☐

Exercer a função em contexto nacional ou internacional exigindo deslocações ou estadias internacionais ☐

3.

(3.1) Dados sociodemográficos do participante no estudo

Para finalizar as suas respostas ao presente estudo, por favor, preencha os seguintes dados:

1 – Género:

Masculino ☐

Feminino ☐

2 – Idade: _____

3 – Qual a sua ocupação atual?

Estudante ☐

Trabalhador-estudante ☐

Trabalhador por contra de outrem ☐

Trabalhador por conta própria ☐

Desempregado ☐

4 – Qual o nível de escolaridade mais elevado que concluiu?

Por favor selecione **apenas uma** das seguintes opções:

- | | |
|------------------------------------|--------------------------|
| Ensino Básico ou inferior | <input type="checkbox"/> |
| Escolaridade Obrigatória (12º ano) | <input type="checkbox"/> |
| Licenciatura | <input type="checkbox"/> |
| Mestrado | <input type="checkbox"/> |
| Pós-graduação | <input type="checkbox"/> |
| Doutoramento | <input type="checkbox"/> |

Outro (por favor especifique): _____

5 - Enquanto estudante participou em programas de estudo internacionais (e.g Erasmus)?

Sim ☐

Não ☐

5.1 – Em qual programa? _____

5.2 - Onde realizou o programa? _____

5.3 - Quanto tempo durou o seu programa? _____

6 - Enquanto estudante participou em programas de estágio profissionais internacionais (e.g estágios Inov Contacto/AIESEC/Erasmus+)?

Sim ☐

Não ☐

6.1 Em que nível de formação académica realizou o programa? (e.g Licenciatura ou Mestrado)? _____

6.2 Em que período da formação académica realizou o programa? (e.g 1ºano de Licenciatura) _____

6.3 Quanto tempo durou o programa? _____

(3.2) Caracterização da organização do participante no estudo

7 - Qual o Setor de Atividade da Empresa em que trabalha ou da última Empresa em que trabalhou? Por favor selecione apenas uma das seguintes opções:

Primário (Exemplos: agricultura, pesca, pecuária) ☐

Secundário (Exemplos: indústria química, naval e fábricas têxteis) ☐

Terciário (Exemplos: comércio, transportes, educação, saúde) ☐

8 – Qual a dimensão, em número de colaboradores, da Empresa em que trabalha ou da última em que trabalhou?

Micro empresa <10 ☐

Pequena empresa <50 ☐

Média empresa <250 ☐

Grande empresa >250 ☐

9 – Qual considera ser a abrangência de actuação e génese da Empresa em que trabalha ou da última empresa em que trabalhou?

Empresa nacional de actuação à escala local ☐

Empresa nacional de actuação à escala nacional ☐

Empresa nacional de actuação à escala internacional ☐

Empresa multinacional ☐

10 – No exercício das suas funções atuais ou passadas, contactava regularmente com *stakeholders* estrangeiros? (i.e Clientes/Fornecedores,outros)

Sim ☐

Não ☐

11 - Já participou diretamente no processo de recrutamento e seleção de diplomados, nomeadamente na avaliação de um Curriculum Vitae?

Sim ☐

Não ☐

12 – Deseja receber uma cópia com os resultados da presente investigação?

Sim ☐

Não ☐

13 – Tem alguma sugestão relativamente ao inquérito e/ou investigação que queira partilhar connosco?

--

Annex D – Measures

Name	Author	Original	Adaptation
Job Suitability	(McElroy <i>et al.</i> , 2014)	<p>1 - “I would consider the applicant as qualified for the position”</p> <p>2- “I would like to interview this person for this position”;</p> <p>3 - “This applicant is a good match for the position”;</p> <p>4 -“I would not hire this person for this position” (reverse coded)</p> <p>5 - “This person has a good chance of making a ‘short list’ of candidates for this position”.</p>	<p>1 – Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.</p> <p>2 – Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.</p> <p>3 – Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.</p> <p>4 – Não contrataria esta pessoa para exercer uma função júnior na área de economia/gestão.</p> <p>5 – Este candidato teria boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.</p>
Learning Skills	(Evers <i>et al.</i> , 1998)	<p>1 - “ Keeping up-to-date on developments in your field”</p> <p>2 – “Gaining new knowledge from everyday experiences”</p>	<p>1 - Este candidato é capaz de adquirir novos conhecimentos através de experiências do quotidiano</p> <p>2 - Este candidato é capaz de se manter actualizado sobre desenvolvimentos na sua área profissional</p>
Creativity/Innovation and Change	(Evers <i>et al.</i> , 1998)	<p>1 – “Providing novel solutions to problems”</p> <p>2 – “Adapting to situations of change”</p> <p>3 – “Initiating change to enhance productivity”</p> <p>4 – “Keeping up-to-date with external realities which are related to your firm’s</p>	<p>1 - Este candidato é capaz de criar novas soluções para os problemas</p> <p>2 - Este candidato é capaz de se adaptar a situações de mudança</p> <p>3 - Este candidato é capaz de iniciar a mudança de modo a aumentar a produtividade</p> <p>4 - Este candidato é capaz de se manter informado sobre outras realidades externas que possibilitem à sua empresa ter sucesso</p>

		success” 5 – “Reconceptualizing your role in response to changing corporate realities”	5 - Este candidato é capaz de reconceitualizar os seus papéis em resposta às exigências de mudança da organização
Interpersonal Skills	(Evers <i>et al.</i> , 1998)	1 - “Working well with fellow employees “ 2 - “Relating with superiors” 3 - “Establishing good rapport with” subordinates 4 - “Empathizing with others” 5 - “Understanding the needs of others”	1 - Este candidato é capaz de se relacionar bem com os colegas de trabalho 2 - Este candidato é capaz de se relacionar bem com os seus superiores 3 - Este candidato é capaz de se relacionar bem com subordinados 4 - Este candidato é capaz de ser compreensivo com os outros 5 - Este candidato é capaz de compreender as necessidades de outros
Admission Salary	Author’s elaboration	--	--
Employment Contract	Author’s elaboration	a) Professional Internship contract b) Fixed term contract ranging from 6 to 12 months c) Permanent contract with 3 month trial period d) Contract service	a) Contrato de Estágio Profissional b) Contrato de Termo certo entre 6 meses a 1 ano c) Contrato sem Termo com 3 meses de período experimental d) Contrato de prestação de serviços – recibos verdes

<p>Job Mobility</p>	<p>Geographical</p> <p>Author's elaboration</p>	<p>a) Perform the function in the national context without the need for travel</p> <p>b) Perform the function in the national context requiring national short journeys</p> <p>c) Perform the function in the national context requiring travel and temporary stays in other parts of the country</p> <p>d) Perform the function in the national context requiring international short travels</p> <p>e) Perform the function at the national or international context requiring international travel or stays</p>	<p>a) Exercer a função em contexto nacional sem a necessidade de deslocações);</p> <p>b) Exercer a função em contexto nacional exigindo deslocações nacionais de curta duração);</p> <p>c) Exercer a função em contexto nacional exigindo deslocações ou estadias temporárias noutras localidades do país</p> <p>d) Exercer a função em contexto nacional exigindo deslocações internacionais de curta duração</p> <p>e) Exercer a função em contexto nacional ou internacional exigindo deslocações ou estadias internacionais).</p>
----------------------------	--	--	---